
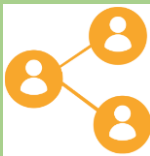


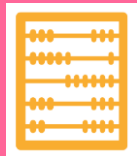




Area of Learning	Autumn 1 – All About Me	Autumn 2 – Celebrations	Spring 1 – Wonderful World	Spring 2 – Spring into Change	Summer 1 – Our Roots and Homes	Summer 2 – Discover
Other Possible Themes	Baseline Assessments Settling in All About Me Goldilocks Investigating colour & patterns Seasonal Change - Autumn	Signs of Autumn Nursery Rhymes Fireworks – Bonfire Night Peter Pan Christmas	Winter/helping the birds Arts week focus Looking after our world/ ourselves Pancake Day	Signs of Spring Shapes Change in weather Easter	Growing - plants Where I Live Houses & Homes How I Have Grown What has changed since my parents were little?	Mini-beasts Lifecycles Around the World Summer Reflections
Enrichment Activities	Autumn Halloween Explore School Environment School Staff Family Members	Remembrance Day Nursery Rhyme Week Odd Socks (Anti-Bullying Week) Children in Need Nursery & Reception Nativity Performance Christmas Jumper Day Christmas Party Firefighters	Lunar New Year Number Day: Friday 6 Feb Shrove Tuesday Valentines Winter Arts Week Focus Dentist	World Book Day (5 th March) Mothering Sunday (15 th March) Reddish Vale Farm Easter Vets	Wild Garden Police	Father's Day (21 st June) Sports Day (23 rd June) Transition to school Lower Moss Wood Ambulance
<div>Communication and Language</div> <div></div> <div>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing and speech and language interventions.</div>	Enjoy listening to longer stories and remember much of what happens. Use a wide range of vocabulary. Begin to sing a large repertoire of songs. Recite and perform familiar nursey rhymes. Be able to start a conversation with a friend or an adult and continue it for many turns. Use talk to organise themselves e.g. "Let's play in the sand... you have the big spade etc. Use longer sentences (four to six words).		Respond to simple questions and attempt to answer by speaking, pointing or gesturing. Use a wide range of vocabulary. Understand simple questions about who and what. Can listen for longer periods but may still need prompting. Start to engage in longer dialogue. Recognise pictures in non-fiction books applying new vocabulary.		Pay attention to more than one thing at a time. Which can be difficult. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Be able to tell a longer story. Develop communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop pronunciation but may have problems saying: - some sounds (e.g. r, j, th, ch and sh) - multisyllabic words such as pterodactyl or hippopotamus Be able to express a point of view and to debate when they disagree with an adult or a friend, using words and actions.	
	<div>Listening, Attention and Understanding:</div> Listen carefully to songs, stories and rhymes and respond by joining in. Understand and respond to instructions with 2 or 3 key words. Understand and respond to 'why' questions. Start a conversation and take it in turns to speak <div>Speaking:</div> Explain, describe, recount and retell. Join in with conversation (linked to listening). Use a sentence of 4-6 words. Use connectives to link words in sentences.					
<div>Personal, Social and Emotional Development</div> <div></div> <div>Children develop their personal, social and emotional skills throughout the year through circle times, social stories and diversity stories.</div>	Develop new relationships with the children and adults in a new setting. Settle into a new setting and be able to say goodbye to their adult (positive leave) Show increasing confidence in new social situations. Select resources and activities in the setting independently. Begin to learn the routines and rules of a new setting. Be increasingly independent when using the toilet and washing hands.		Find what interests them and stay longer at the activity, starting to show a preference. Start to identify own emotions. Start to comply with the rules and boundaries knowing there are rules. Be more aware of the other children around them and the choices to be made. Starts to form a special friendship with another peer.		Develop sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of the setting. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Understand gradually how others might be feeling. Make healthy choices about food, drink, activity and toothbrushing. Begin to talk about why these healthy choices are important.	
	<div>Self-Regulation:</div> Talk about my feelings and feelings of others. Follow basic instructions and the “rules” of the setting. <div>Managing Self:</div> Start to handle new experiences with more confidence <div>Building Relationships</div> Play with others cooperatively <div>Healthy Living and Hygiene:</div> Use the toilet independently, including. Hygiene. Usually dry throughout the day.					

<div>Physical Development</div> <div></div> <div>Children improve their gross and fine motor skills daily by engaging in different Finger Gym activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing.</div>	Use large muscle movements to paint, wave streamers and make marks. Develop movement, balancing, riding scooters and bikes and ball skills. To hop, skip and balance (hold a pose). Use scissors to snip paper or dough. Be confident putting on own coat with increasing independence. Use and remember actions and sequences of movement which relate to music and rhythm.		Continue to develop large muscle movements to paint, wave streamers and make marks. Continue to develop their movement, balancing, riding and ball skills. <i>Fine motor</i> - Recognise the changes they can make when using tools and equipment. <i>Fine motor</i> - show increasing control with one handled tools. Be increasingly independent with clothing such as putting on a coat/ apron/ costumes and doing up zips. Follow simple movements to music when moving to the rhythm.		Take part in some group activities which they make up for themselves, or in teams. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks etc. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	
	<div><i>Gross Motor:</i> Show Balance (balance bikes, scooters, climbing), skip, hop and stand on one leg. Use large scale muscle movements</div> <div><i>Fine Motor:</i> Use one handed tools confidently. Use a comfortable grip with good control when using pencils.</div> <div><i>Healthy Living and Hygiene:</i> Use the toilet independently, including. Hygiene. Usually dry throughout the day. Able to talk about making healthy choices</div>					
<div>Literacy</div> <div></div>	Understand that print carries meaning. Begin to name the different parts of a book. Develop phonetical knowledge to spot and suggest rhymes. Begin to record letters of their name accurately.		Recognise some commonly used environmental print e.g. days of the week, other children's names etc. Have favourite books and talk about the characters and main events in those stories. Develop phonetical knowledge to spot and suggest rhymes. Recognise own name and begin to record own name (when writing ready).		Understand that we read text from left to right and top to bottom. Use some of their print and letter knowledge in early writing. For example, writing a shopping list that starts at the top, writing 'm' for 'mummy' etc. Develop phonological awareness, so that they can: <ul style="list-style-type: none">- Count or clap syllables in a word.- Recognise words with the same initial sound, such as money and mother. Spot and suggest rhymes.	
Possible Book Focus'	We're Going on a Bear Hunt Goldilocks and the Three Bears Brown Bear, Brown Bear Meg and Mog	Squirrels Busy Day Acorn Wood books Autumn is Here That's Not my Hedgehog We Planted a Pumpkin The Christmas Story We're Going a Sleigh Ride Maisie's Christmas Tree Pip and Posy: The Christmas Tree	One Snowy Night - Nick Butterworth Mix It Up! - Hervé Tullet The Lion Inside - Rachel Bright & Jim Field Mr Wolf's Pancakes - Jan Fearnley	The Tiny Seed - Eric Carle Mouse Shapes - Ellen Stoll Walsh Round and Round the Garden - Ian Beck The Wind Blew - Pat Hutchins We're Going on an Egg Hunt - Laura Hughes & Martha Mumford I can Eat a Rainbow	The 3 Little Pigs Jasper's Beanstalk - Nick Butterworth & Mick Inkpen This Is Our House - Michael Rosen & Bob Graham When I Was Little, Like You - Jill Murphy Peepo! Janet & Allan Ahlberg	The Hungry Caterpillar How many legs? The Bad Tempered Ladybird Mad about Minibeasts Twist and Hop: Minibeast Bop Caterpillar Spring, Butterfly Summer
	<div><i>Comprehension:</i> Apply print knowledge to emergent writing. Write some or all of their name. Talk about stories they have heard. Retell some familiar stories Use some story language or new vocabulary in my play. Join in with familiar rhymes and songs (and some patterned stories)</div> <div><i>Word Reading:</i> Orally segment single sound CVC words e.g. c-a-t. Say the initial sounds in most words. Use good phonological awareness including oral blending skills, rhyme, alliteration and syllables</div> <div><i>Writing:</i> Write some letters with good formation e.g. the letters from their name.</div>					
<div>Mathematics</div> <div></div> <div>White Rose maths,</div>	Show fingers for numbers up to 5. Subitise small quantities. Say one number name for each item in order: 1, 2, 3, 4, 5. Understand position through words alone e.g. the bag is under the table. Select shapes appropriately for building, e.g. a triangle prism for a roof, etc.		Show fingers for numbers up to 5. Say one number name for each item in order: 1, 2, 3, 4, 5. Subitise small quantities. Explore difference in size, length, weight and capacity. Use informal and formal language to describe 2D and 3D shapes. Continue to learn the days and months.		Link numerals and amounts up to 5 and beyond Use informal and formal language to describe 2D and 3D shapes. Combine shapes to make new ones - an arch, a bigger triangle etc. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then', 'next'. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Continue to learn the days and months.	

	<p>Number: Can count, order, recognise and use numbers to 5</p> <p>Comparing: Compare quantities using the vocabulary of greater, less, more, fewer and the same</p> <p>Subitise: Subitise up to 3 objects (recognise up to 3 objects quickly without counting)</p> <p>Numerical patterns: Talk about patterns and spot errors and continue and create patterns.</p> <p>Sequencing of patterns and time: Sequence a pattern of events using time language e.g. first, next, then.</p> <p>Shape and Space: Talk about 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat).</p>		
<p>Understanding the World</p> 	<p>Natural world - Explore how things work. Use all senses in hands on exploration of natural materials. Talk about what they see, using a wide vocabulary.</p> <p>Past and Present - Begin to make sense of their own life story.</p> <p>People and communities - Start to notice some of the differences between people and talk about different occupations and job roles.</p>	<p>Natural world - Notice when things have changed including changes in state (e.g. ice and melting).</p> <p>Past and Present- Enjoy talking about family customs and routines. Use simple language about the passing of time.</p> <p>People and communities - Name other countries in the world and be positive about the differences between people.</p>	<p>Natural World - Talk about the key features of life cycles using key vocabulary. Notice and talk about the world around them observing animals and plants.</p> <p>Past and Present - Talk about some of my own and my family's history (grandparents, parents, etc.)</p> <p>People and communities - Talk about the differences in people, countries and communities.</p>
	<p>Past and Present: Talk about their own and their family's history (grandparents, parents, etc.)</p> <p>People, Culture and Communities: To talk about the differences seen in people, countries and communities.</p> <p>The Natural World: Talk about the key features of life cycles using key vocabulary. Talk about the world around them observing animals and plants</p>		
<p>Expressive Arts and Design</p> 	<p>Join materials and explore different textures.</p> <p>Draw with increasing complexity and detail</p> <p>Make imaginative small worlds using construction kits and building blocks e.g. a castle, a city, or a park.</p> <p>Talk about what they have created.</p> <p>Remember and sing entire songs.</p> <p>Play instruments with increasing control.</p>	<p>Explore mark making through colour and texture.</p> <p>Experiment applying paint using large brushes using different techniques e.g. dabs, sweeps and splodges.</p> <p>Develop ideas and scenarios during imaginative play.</p> <p>Listen to music and respond to what is heard. Describe the sound of an instrument.</p> <p>Play instruments with increasing control.</p>	<p>Develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Sing the pitch of a tone sung by another (pitch match)</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create own songs or improvise a song around one they know.</p>
	<p>Creating with Materials: Use a range of art materials, joining and colour mixing purposefully and freely. Sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm</p> <p>Being Imaginative: Start to develop my own stories linked to what they know through role & small world play.</p>		